

## SPECIAL EDUCATION ADMINISTRATOR INTERVIEW

LEA \_\_\_\_\_ MONITOR \_\_\_\_\_

INTERVIEW WITH \_\_\_\_\_ DATE \_\_\_\_\_

FOR TEAM  
USE ONLY

1. Describe the good things going on in your special education program.

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2. How are the new special education policies and procedures being implemented in your LEA?

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3. How do you disseminate all policies and procedures to your staff?

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IV.A.1

4. How do you review with your staff, on an annual basis, the policies and procedures regarding child find?

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I.A.1.c

5. Describe the process you have for ensuring the identification and evaluation of children under the age of 5.

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I.B.2.a

6. How do you ensure that child find policies and procedures have been disseminated to the parents in your school district, including those parents who have children in private schools?

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I.A.1.b

7. How do you ensure that children with disabilities voluntarily enrolled in private schools (including preschools and daycare) are identified, located, and evaluated?

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I.B.3

8. When is a copy of the evaluation or reevaluation report and eligibility determination given to the parents?

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II.B.15

9. What kind of training has been conducted to prepare teachers to use the Arizona Academic Standards in the development of IEPs?

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III.B.4.d

10. How do you ensure a continuum of service options is available for students with disabilities? What service options are you now using?

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IV.B.12

11. How does the district train all employees on its procedures to ensure confidentiality of student records?

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V.B.1.b

12. How is the annual notice regarding confidentiality provided to parents of all students?

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V.B.1.c

13. What action is taken whenever a student's parent or legal guardian cannot be located or identified (or the child is a ward of the state)? [Surrogate parent appointment procedure]

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V.B.2.a

14. How are parents of students with disabilities informed about the Arizona Academic Standards and AIMS?

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V.B.2.f

15. How does the school ensure that appropriate procedures are followed in the suspension/expulsion of students with disabilities **for more than 10 days**?

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V.B.5.c

FAPE should include:

- Functional Behavior Assessment/Behavior Plan
- Manifestation Determination
- IEP team convened
- **Services must not cease**
- **If student is a danger to self or others:** Expedited hearing, Temporary Restraining Order (TRO), Permanent Injunction, Court Ordered Residential Placement for Adjudicated Children

16. Do you have any students receiving special education services out of your school/district?  
This includes **private special education school, private residential facility**.

Yes \_\_\_\_\_ No \_\_\_\_\_ If NO, go to question 18.

If YES, explain your process for ensuring that:

(a) Reevaluations take place in a timely manner.

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II.B.3

(b) IEP meetings take place in a timely manner.

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III.B.2

17. How do you and your staff work with personnel from other agencies to review progress toward goal achievement and exit criteria?

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III.B.9.d

18. What data collection systems are in place to determine the effectiveness of the regular and special education programs for students with disabilities?

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19. What concerns do you have about your special education program?

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